



Special Educational Needs, Disability and English as an Additional Language

Policy and Procedures

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Aims and Objectives

The standards of practice we seek to attain are concurrent with those set out in the Code of Practice- Special Educational Needs and Disability, July 2014, published September 2014, revised January 2015, valid from 1st April 2015 (The Code), Children and Families Act 2014, the Equality Act 2010 and the Independent School Standards Regulations.

Cheam aims to ensure that all pupils with Special Educational Needs and/or Disabilities (SEN/D)*/Learning Difficulty and Difference (LDD)* have their needs addressed. **A glossary of all terms can be found at the end of the document.*

We aim to ensure that:-

- All pupils with SEN/D/LDD are identified at the earliest opportunity, assessed, and with agreement from parents, sent on for further assessment by an Educational Psychologist, or other specialist, if necessary.
- Each pupil is taught according to their special needs and is assisted in maintaining or regaining their self-confidence by providing a programme that enables them to achieve and experience success.
- There is regular recording of a child's SEN/D/LDD, the action taken and the outcome.
- Information arising from the child's previous educational experience is used to provide starting points for the development of an appropriate curriculum for the child.
- Barriers that a pupil will face are anticipated and by making reasonable adjustments they are removed or minimised.
- A graduated approach to SEND identification and provision is implemented. This will take the form of different levels of intervention together with 'reasonable adjustments' to meet the child's needs
- We listen to the pupil in order to better understand what may constitute a barrier for them and what methods they find effective in enabling them to access the curriculum.
- We inform the child's parents that special educational provision is being made for the child and gain their permission that this should be carried out.
- We ensure that on-going observation, assessment, and reviews of progress are undertaken and we provide regular feedback to teachers and parents about the child's achievements and experiences; the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- There is good understanding of, and co-operation with, parents of pupils with SEN/D/LDD.
- Staff are aware that all pupils with SEN/D/LDD are the shared responsibility of all.
- We apply a whole school approach to meet each pupil's individual needs.
- We continually develop an understanding and awareness in all staff in order to maintain this whole-school approach.
- We ensure that no child is discriminated against on the basis of learning difficulties, disability or individual needs.
- We ensure all staff are aware of each child's needs so they may be addressed.
- We ensure children's records include information regarding their individual needs, provision and outcomes.
- We provide pastoral care and celebrate the achievements of all children so they may develop in all areas and build strong self-esteem.
- We work in partnership with parents at all stages, thus enabling them to take an active role in their child's education.

The following document follows the principles set out in the Code of Practice-Special Educational Needs 2015, DfE, and the Children and Families Act 2014 as closely as possible, and where applicable to Cheam School. This policy is available on the website or iSAMS, or as a hard copy document on request from the Learning Development Centre

Definition of Special Educational Needs and/or Disabilities at Cheam

Children have Special Educational Needs and/or Disabilities if they have a learning difficulty which calls for special educational provision to be made for them.

At Cheam this special educational provision is provided by the Learning Development Centre (LDC) and is known as Learning Development (LD) and can include provision within the classroom and/or within the Centre. Children are not regarded as having a learning difficulty at Cheam because their first language is not English, however they are taught under the umbrella of the LDC.

Definition of LDD/SEND

A child has a learning difference or difficulty (LDD) if he or she:

- has significantly greater difficulty in learning than the majority of children of the same age; or
- has a difference, which prevents or hinders him/her from making use of educational facilities that are generally provided for children of the same age.

A child has special educational needs (SEND) if he or she:

- has an externally identified learning disability; or
- a difficulty that calls for Special Educational Provision (SEP) to be made, where they are unable to access the curriculum either academically or pastorally without support, according to their neurodiversity.

The Learning Development Department at Cheam

The Learning Development Team at Cheam consists of a number of highly experienced and qualified staff members.

The Head of the Learning Development Team is responsible for:-

- Maintaining the School's SEN/D Register.
- Overseeing the day to day operation of the School's SEN/D Policy and its strategic development.
- Leading and managing the Learning Development Teachers.
- Liasing with the Headmaster, Director of Teaching and Learning, Head of Year 6 and Senior Schools regarding ISEB Pre tests and CE for SEN/D/LDD and EAL pupils.
- Liasing with and advising colleagues in the Staff Room including peripatetic teachers.
- Managing LD Teaching Assistants including Gap Students who support in the LD department.
- Ensuring adequate communication with and involvement of parents.
- Overseeing the records for all pupils with SEN/D/LDD.
- Contributing to Department Training and In Service Training in the wider school.
- Liasing with external professionals.

- Developing the departments and the Schools awareness and implementation of the SEN Code of Practice 2014.
- Appraising the learning development's effectiveness within the School.
- Monitoring the identification and assessment of pupils with SEN/D/LDD.
- Promoting and developing the interests of the pupils with SEN/D/LDD as a whole school policy.
- Informing the School Governors of policies and practices for SEN/D through the Headmaster and Responsible Governor.
- Promoting good practice within the LDC including the observation of lessons with feedback.
- Keeping abreast of developments and research in SpLD.
- Liaising with the Admissions team regarding pupils visiting, coming and leaving the School to carry out relevant assessments.

Ethos of the Learning Development Department

The Learning Development Department likes to be known as a 'team'. This is because:

- Each member of the team wants the best for each LDC child, not just their own charges.
- Each member of the team has different areas of teaching strengths and is correspondingly supportive to their team members.
- Each member of the team is keen to promote the understanding of Special Educational Needs/Disabilities (SEN/D) throughout the school.
- Each member of the team is encouraged to keep abreast of current developments in special needs through attendance at courses, and through reading the relevant periodical magazines to which the department subscribes.
- The over-riding aim for all team members is that a child leaves an LD lesson feeling better than when they arrived.
- Lessons are structured, cumulative and multi-sensory.
- Each lesson is planned individually.

Future Areas for Development

- To continue to seek ways of improving the integration of the work of the LDC with all other departments in the school, in the interests of the pupils, and of the school in general.
- To further develop the use of IT within the department, and the IT training of Learning Development teachers.
- To improve the range of IT programmes/technological aids in the department, including voice-activated programmes for laptops and c-pens.
- To instigate further Inset courses to highlight aspects of Special Needs teaching in the Staff Room.
- To purchase further testing material.

Provision of Teaching

Teaching in the LDC is offered to any pupil deemed to have Special Educational Needs and/or Disabilities (SEN/D). A specialist teacher gives lessons on a one-to-one basis and occasionally in

groups if appropriate. The Learning Development team consists of six teachers with the appropriate training. Five teachers are dyslexia specialists and have attended appropriate courses for this. Two teachers have responsibility for pupils who have English as an Additional Language (EAL) in conjunction with their Learning Development pupils. The team teach both Pre-Prep and Prep as required. The teaching takes place on Mondays – Saturdays following the school timetable. Lessons cover a 30 minute period. Some pupils are taken out of lessons after consultation with their teachers. Teaching and assessing are carried out in the Learning Development Centre. The rooms are provided with computers and printers, tablets and white boards.

Parents pay for a maximum of two lessons per week. A list of these lessons is presented to the Director of Finance and Operations.

Where appropriate, pupils receive additional tuition support sessions by Gap Students or a TA, supervised by Learning Development Teachers. These are in addition to their Learning Development lessons and are not charged to the parents. If a child needs 1:1 support in the classroom, in order to access the curriculum, a bespoke package will be put together and additional costs will be incurred. This will be in close communication with the parents prior to this support being put in place.

Identification of Need

The LDC recognises the importance of early identification, assessment and provision for any child who may have Special Educational Needs and/or Disabilities (SEN/D). The earlier action is taken, the more responsive the child is likely to be, and greater benefit to their self-esteem it is likely to give. With this in mind, the Head of Learning Development scrutinizes all school screening tests including the SWST, PTE, PTM, CAT scores and if felt necessary completes further testing.

To ensure the on-going identification of pupils with SEN/D/LDD at Cheam there is a continual dialogue and watching brief kept within the Staff Room and parents.

The school is open and responsive to expressions of concern by parents, this might be to the Form Tutor or directly to the LDC. If after consultation a child requires an ‘in house’ screening and it has been agreed by the parents, a questionnaire is sent to them to ascertain developmental milestones and background information. This all feeds into the final results of the screening and is shared with parents.

Curriculum

The LDC aims to help every child access the Curriculum as it applies to Cheam. To achieve this, it is important that all members of the Staff Room are aware of Specific Learning Difficulties (SpLD) and the ramifications these can have for a child in the classroom. Indeed the ethos of the school is one of increasing understanding of, and support for, the child with SEN/D/LDD and this is largely achieved through dialogue between the teachers of Learning Development and the Staff Room. It is also essential that all members of the Staff Room are aware which pupils have SEN/D. This information is kept on iSAMS. In order to help members of the Staff Room recognise the specific strengths and weaknesses of the pupils with SEN/D, Learning Development teachers summarise all Educational Psychologist/Specialist reports to make them more teacher-friendly. Classroom considerations are drawn up for each pupil and these can also be found on iSAMS for all teachers to access.

Graduated Response

The action and intervention given by the LDC to any individual child is designed to help the child towards independent learning. LDC usually gives 1 or 2 lessons per week to a child with SEN/D/LDD, but in

exceptional cases it may be increased. Some pupils receive 1 or 2 numeracy lessons as well as 2 literacy lessons, whilst others only need one lesson per week of either literacy or numeracy, and others will need a course of a few lessons only. In exceptional cases, it is deemed best for a child to discontinue an academic subject such as Latin and substitute additional Learning Development lessons. These decisions are made in consultation with the HOD of Latin, the Deputy Head Academic and the parents. Some pupils only need additional help with Study Skills. The duration of time that a child continues to have lessons with the LDC is under constant review. LD lessons may be discontinued or reduced in number once a child has made sufficient progress. The LDC endeavours to ensure that the provision for a child with SEN/D matches the nature of their needs. Great regard is given to recommendations made by Educational Psychologists (EPs) or other experts, as well as the assessments made within the department, or from referrals by previous schools.

Timetabling Learning Development Lessons

It is school policy that the top priority is not to disrupt the learning of core subjects in main-stream classes. When time-tabling Learning Development teachers should bear in mind the following points:

- Some games periods to be used for those who are off games
- Core subjects (Maths, Science and English) should be avoided and other subjects to be used by rotation
- Digest and Enrichment may be used but in consultation with the form tutor
- If a student is taken out of a class it is imperative that they make up what they have missed.
- Every attempt is made by Learning Development to accommodate the wishes of the pupil and/or the parents regarding the timetabling of individual lessons, as far as this is possible.

Timetables are available on SOCS. The lessons are:

- usually 1 to 1
- usually of 30 minutes duration (i.e. a school lesson period)
- planned
- structured, multi-sensory, and cumulative
- follow a spelling/numeracy scheme, and might teach Study Skills

Record Keeping

The Head of Learning Development has the responsibility for ensuring that the records of individual children are properly kept and available as needed.

Records which are securely and appropriately held include:-

- Educational Psychologist (EP) or External Agency Reports
- Summaries of EP reports
- Lesson Plans
- Pupil Progress reports and general communications and emails relating to pupil progress
- Individual Intervention Programmes (IIP's)

Key Information is also entered on the School's recording systems such as ISAMS and is readily available to all staff.

Working with Other Providers of Support

Many children with Special Educational Needs and/or Disabilities have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership in the child's education between all concerned. The LDC will liaise closely with other professionals advising support

programmes for an individual child. This may include –

- Educational Psychologists
- Clinical Psychologists
- Optometrists
- Speech and Language Therapists
- Occupational Therapists
- Behavioural Therapists
- Paediatricians
- Child Psychiatrists

Reports from Educational Psychologists and Outside Professionals

If an EP/outside professional report is suggested to parents, the HOD is able to suggest professionals known to the school to these parents, although sometimes families know of other professionals that they wish to use. Wherever possible, communication with Cheam is suggested and welcomed. This enables the school to provide information so that the assessor has a complete picture of the child involved. E.g. any testing that has been completed by the LDC is shared.

Learning Development has a selection of Educational Psychologists (some specialising in different Specific Learning Difficulties) together with Speech and Language Therapists, Occupational Therapist and Optometrists. All details are available in the LDC Team.

An EP assessment takes about 2/3 hours and is a comprehensive test of IQ and attainment. Any signs of Dyslexia/Dyspraxia/Specific Learning Difficulty should become apparent during the course of the session. Parents discuss the outcomes with the EP in person, and are then sent a written report by the EP. JCQ now requests a full EP report in Year 9.

Assessments carried out by other professionals vary in length and may be carried out at school. There is a varied procedure for referring a child for an assessment. It might be suggested to the Head of LDC that a child could be a candidate for referral to an outside professional by:

- A parent
- The Headmaster
- The Form Tutor
- A subject teacher
- General discussion in a Staff Room Meeting
- Informal discussion in the Staff Room
- The pupil's LDC teacher
- As a result of New Pupil's Screening test
- As a result of a subsequent screening test carried out by the LDC

Summaries on a Pupil's Educational Psychologist's / Other Outside Professionals Report

When a report on an individual is received it is given to the Head of LDC. If it is emailed to the school it should be printed out onto a hard copy and kept in the LDC locked filing cabinet for confidentiality purposes. It is also uploaded onto iSAMS. The Head of LDC photocopies the report and then gives the report to the LD teacher who is involved with that particular child.

The LDC teacher should then:

1. Write a summary of the report, which should:
 - Summarize the essence of the actual EP report, not their own personal reflections.
 - Be brief, preferably no longer than one page.
 - Send it to the parent for their input and approval.
 - Email the summary to the form tutor and all who teach the student.
 - A copy is then put in the LDC file, electronically in the LDC Team and uploaded to iSAMS
2. The LDC should discuss the full report with the Form Tutor. They should decide whether it would be beneficial to have a meeting with the pupil's subject teachers to discuss pertinent aspects of the report and, if so, make suitable arrangements for this.
3. The LDC team should also ensure parents understand the essence of the EP report and its recommendations. The relevant section of the SEN/D register should be filled in by the LDC teacher. It is important that members of the Staff Room are kept well informed regarding which pupils are in possession of an EP report.
4. Liaise with Staff Room Staff and update the classroom considerations
5. If a child has been assessed by a Local Authority and that assessment has resulted in an Education, Health and Care Plan, this will be provided for according to the requirements of the plan for each individual child.

Monitoring Children's Progress

This is done both formally and informally. Informally, there is a constant dialogue between LD teacher, form tutor, subject teachers, pupils and parents as to how successfully the pupil can access the curriculum. Formally, the LD teacher will:

- Re-assess the Individual Intervention Programme (IIP) on a termly basis
- Carry out reading and spelling tests bi-annually
- Carry out any additional test that is deemed appropriate
- Monitor the progress made in each lesson
- Look at bi-annual exam results
- Check the results of regular screening tests for reading comprehension.
- Provide a termly written report of progress to parents
- EAL tracking when required
- GL Assessment Reviews
- Internal Exam Result Analysis

Action at School

The Head of LDC plans the future support for a particular pupil in discussion with colleagues and with parents. The child's form tutor remains responsible for working with the pupil on a daily basis. Learning Development provides learning that is additional to, and different from, that provided as part of the school's usual differentiated curriculum.

Nature of Intervention

A child is offered lessons by a specialist teacher when their Special Educational Needs and/or Disabilities cannot be met solely in the classroom. These lessons are structured, cumulative and multi-sensory. Each lesson is individually planned to the pupil's Learning Style and Needs. An Individual Intervention Programme is prepared termly for each pupil. Most lessons are provided on a one to one basis, but can be given in small groups of 2 or 3 if appropriate.

Individual Intervention Programmes (IIP)

- Each child has an IIP designed for them each term which specifies the SEN/D/LDD information
- IIPs are shared with parents at the start of each term
- Each term the pupil has a report written for parents by their LDC teacher
- The Head of LDC keeps all information on ISAMS, academic resources and the LDC list up-to-date for all members of staff
- Classroom considerations are added to ISAMS for all teachers to be aware of

Writing an IIP

- Each Learning Development teacher should write an IIP
- A copy of this plan is kept on ISAMS in the student register

This IIP should include:

1. teaching points for spelling and/or numeracy
2. areas for extending reading and/or maths
3. study skills
4. cognitive skills

At the beginning of each term each LD teacher should:-

- Update information on ISAMS.
- Update the IIP and classroom considerations for that term. Please note, it is to be a working document.
- It should, therefore, be a useful plan for each individual LD teacher to work from, rather than necessarily being a uniform text.
- The new IIP is then shared with parents and a meeting is held to discuss it, either in person or via telephone/Teams.

Progress Reviews

On an annual basis, the pupils who are on monitor status on the SEN/D register are either formally re-assessed in the department, or an informal check with parents and/or form and subject teachers is carried out.

Progress will also be reviewed with parents at the start and end of term.

Progress will be reviewed informally with the Staff Room through constant exchange of information on an on-going basis.

Progress will be reviewed by the LDC informally, at twice termly academic meetings if necessary, and also formally at the end-of-term departmental meeting.

If there are any major concerns, the LDC teacher may wish to set up a meeting with the Form Tutor and parents. If teaching targets are not achieved, it may be necessary to change the teaching strategy or the resources being used, or consider that the target is not appropriate. It may be necessary to break the target down to smaller steps or choose an alternative target within the same area of need, then return to the original target at a later date. Teachers can consult team-members for advice, or the Head of LDC, at any time.

Adequate progress might be considered as that which:

- Closes the attainment gap between the pupil and the pupil's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

In evaluating the pupil's progress, it is important to have a reason for any lack of progress and to know why a target has not been achieved. The teachers involved can then consider changing their methods.

There are screening and monitoring processes that take place on a regular basis that will also help to determine if the pupil is making adequate progress as stated above. If a child has met their targets, they will be put on monitor status on the LD register and this will be added to iSAMS.

Assessment

1. EYFS – Nursery and Reception

The children in the Foundation Stage at Cheam Pre-Prep are continuously assessed based on the observations by teachers and classroom assistants during the children's day-to-day activities. The observations are systematic and are used to identify learning priorities and plan next steps for each child.

We use Tapestry, an online assessment platform, to track children's achievements and to plan next steps. This is closely linked to the Development Matters document. A child's next steps are shared with parents during parents' evenings, meetings or on request every term. Next steps are created for each child and these are used to inform our planning. These are also shared with parents (each term) so that they can focus on these areas at home with their children too.

During the last term in Reception, the children are assessed against the Early Learning Goals and their Early Years Profile is completed. The results of these are sent to the child's parents, to the West Berkshire Education Authority and also passed onto the Year 1 teachers to inform their groupings and planning.

2. Years 1 and 2

Formative assessments inform most of our teaching, responding to the children's evolving needs throughout each lesson and each day.

In addition, a number of summative assessments are used to track and monitor progress:-

- Maths assessments at the end of each unit which cover problem solving and arithmetic. These highlight whether children are 'on track' or whether they have any gaps. Interventions can then be put in place to support or extend children.
- A piece of unaided writing each term. This piece of writing is assessed using our own Cheam Writing scale and next steps for children are identified. This will be carried out at the end of each term with progress monitored and responded to.
- Year 1 do the YARC reading assessment at the start and end of the year. This is used to help confirm their reading and comprehension level so that scheme books can be matched accordingly.
- GL Assessment Progress Tests (hard copy) in the Autumn Term to ascertain progress in English and Maths. These are used to begin to track progress in pupils' knowledge, understanding and application of these Core Subjects. It tracks pupils at an individual and cohort level, highlighting areas of strength and weakness in learning. It is standardised on over 100,000 pupils. The results of these are discussed with our Head of Learning Development, year group teachers and Head of Pre-Prep. We create a list of children to monitor and refer to it throughout the year.
- Accelerated reader is used to give reading ages and to assess both the reading ability and comprehension for each child.
- Discussions take place with the Head of LDC, year group teachers and Head of Pre-Prep and the list of children to monitor is updated.

Weekly staff meetings are held to discuss children's development, both academically and pastorally and these are recorded on ISAMS.

3. Years 3 - 8

In years 3-8 the current whole school screening tests are:

- SWST Autumn and Summer Term – all children years 3-8
- CAT tests Autumn Term
- PTE and PTM Autumn and Summer Term

If any concerns are noted in the scores for an individual child, these will be discussed with the form tutor, the child's teachers and parents, and further assessment may be carried out by the LDC. Specialist teaching will be started if it is deemed necessary. Often, the most useful monitoring is done by individual teachers noting haphazard spelling in class work or exam papers; and doubts expressed in this way will lead to the involvement of the LDC for further assessment.

The LDC is responsible for recording:

1. The relevant data for each pupil on completion of their initial screening tests.
2. Any other relevant external information regarding the existence of EP reports or any other specialist report.
3. Access arrangements / exam concessions if required.

Continuous Assessment

In addition to the routine assessment of pupils currently taught by the LDC individual teachers will use a variety of tests, available in the LDC resources cupboard, for further diagnosis of their pupils, if necessary.

Learning Development and ICT

In the pursuit of best educational practice for some pupils, and in order to comply with EP suggestions, Learning Development organises and monitors touch-typing using 'Typing Club'. The Head of LDC in discussion with the team and Head of ICT set up accounts for individual pupils. The programme is available on each LDC tutor's personal machine as appropriate. The pupils can also access this programme at home. LDC teachers will guide this and give appropriate work where necessary. In some circumstances pupils (below Year 6) use personal devices in lessons but these must be recommended by an EP and the pupil must have sufficient typing skills to ensure it is not a hindrance. The LDC also has a variety of programmes to use for Literacy and Maths.

School Transfer

Most pupils transfer to Senior School at the end of Year 8. The Head of LDC will have made contact with the Senior school prior to the child taking Common Entrance and provided relevant information in conjunction with the Headmaster and the child's LD teacher. Information will also be transferred to parents prior to the ISEB Pre-test for them to upload onto the ISEB portal.

If a child leaves before the end of Year 8, the Head of LDC will write a report to be included with one from the Headmaster, and often suggests contact by telephone.

Communication with Staff and Parents

The Learning Development Centre at Cheam aims to communicate effectively with staff and parents to ensure the needs of every child are met.

Staff Communication

- All members of teaching staff are invited to observe an LDC lesson and to ask LDC for individual input on any aspect of Special Needs.
- All members of staff are welcome to borrow specialist books from the LDC.
- Leaflets on identifying and dealing with SpLD pupils in the classroom are distributed around the Staff Room from time-to-time.
- Courses on SpLD are advertised to teaching staff.
- Feedback sessions given by an LDC teacher after attending a Course to members of the appropriate subject department take place.
- Informal interchange of ideas on different teaching strategies between the LDC and other members of the teaching staff are encouraged.
- Subject teachers will sometimes ask an LDC teacher to reinforce a particular lesson with their pupils on an individual basis and in a multi-sensory way.
- A summary of a pupil's EP report is circulated by the responsible LDC teacher, discussed with the pupil's form tutor, and then a meeting called with the pupil's subject teachers if necessary.
- Information on reading and spelling tests is discussed with form tutors.
- All IIPs are placed in the School systems and classroom considerations are available for all members of the Staff Room to see.
- LDC teachers, when necessary, discuss individual pupils in Staff Room briefings and meetings.
- LDC teachers continually discuss their pupils with form tutors, subject teachers, Deputy Head Academic and/or Headmaster in the Staff Room at any available time.
- LDC teachers liaise with subject teachers before a Parents' meeting.
- There is often an exchange of teaching materials from the LDC to a subject teacher, or vice-versa, in respect of a particular child.

- Observations may take place of individual children who have been raised as a concern.
- The LDC teachers receive copies of exam papers and class work when required.

Liaison with Parents

It is essential that there are easy channels of communication between a pupil's parents and their LDC teacher, and that the LDC teacher should keep frequent contact with parents by email or telephone.

Once it has been decided that a pupil would benefit from LD, the Head of Department discusses their provision with the LDC team to decide who can best fit them into their teaching timetable. The parents are then consulted by phone or in person and the nature and course of the lessons is then outlined to them and a guideline given as to how long the course might take. The Head of Department then emails the parents confirming the cost of the lessons and recommended number per week. On receipt of written permission, lessons may commence. Regular communication then takes place to ensure parents are aware of progress and ongoing support.

Concessions for Pupils during School Exams

a) Year 3

The form tutor supervises the year group and will help all the pupils as much as is needed in their first attempts at exams, but with extra support going to the LDD pupils. E.g. extra time.

b) Years 4 and 5

Teaching Staff may be asked to support the pupils with learning difficulties in Years 4 and 5 during school examinations and act as readers and helpers to those who find reading or writing difficult. The LDC tutors will discuss any particular pupil's need with the staff beforehand.

c) Years 6 and 7

Teaching Staff may be asked to support pupils in Years 6 and 7 who need help. In exams, the LDC pupils in all years who will qualify for exam concessions due to provision in an EP report, are given extra time and possibly a reader and/or a scribe in their school exams. This is of high importance for Year 7 who are attempting their first Common Entrance papers. Their LDC teacher will have discussed the use of these concessions in each individual case.

d) Year 8

The Head of Learning Development writes to the relevant Senior Schools with an ISEB form requesting exam concessions for pupils who have an Educational Psychologist's Assessment or an 'in house screening' as per JCQ stipulations. The Head of LDC informs the Deputy Head Academic about those pupils who should be allowed to receive extra time and/or use a laptop.

The HOD ensures that those particular pupils have permission from their chosen public school for those recommended access arrangements for their Common Entrance exams.

General Policy

This assistance needs to be done without disturbing the other pupils in the classroom or hall. The LDD pupils who require extra time only, are therefore, usually grouped in a separate room.

Use of Lap-tops

With the permission of subject teachers and LD tutor, a student may use a lap-top in exams where it is deemed beneficial to the student to do so as recommended by an EP report. They are grouped at the back of the exam hall.

Use of a scribe/reader/quiet room

Where recommended by EP reports and where possible, the student will be provided with a suitable scribe or reader. Where an EP report has suggested that the student should have a quiet room with minimal distractions this will be accommodated.

Enlarged Texts

Where recommended by Behavioural Optometrist reports, or in house screening, a student will have enlarged texts.

English as an Additional Language (EAL)

What is EAL?

English as an Additional Language is taught to those pupils whose mother tongue is not English and who need extra support to develop their English language in order to allow them to fully integrate into life at Cheam and access the curriculum. Otherwise, this may become a restrictive factor in the total integration into school and society where English is predominant. It may be deemed necessary that a pupil from another country may require input from the EAL department.

Aims of EAL Teaching

The Department has 2 qualified EAL teachers (who are also LDC teachers) who assess pupils on arrival at Cheam. This is done in conjunction with the Admissions Department.

The EAL Department is seen to be under the umbrella of Learning Development – even though the school does not equate a pupil's lack of competence in English with learning difficulties.

The aims of EAL teaching at Cheam are:

- To bring all aspects of the pupil's knowledge and application of the English language up to the standards of their peers.
- To ensure total educational integration as soon as possible after commencement.
- To fine tune language development once total educational integration has occurred.
- To increase vocabulary base, enabling effective comprehension of curricular subjects.
- To help and guide the pupil about social integration in their first few weeks at Cheam School, (specifically for the younger age groups and those from more distant countries).

In some circumstances to prepare the pupils for the external exams offered by Cambridge University.

Co-ordination Strategies within School

The identification and assessment of the needs of children whose first language is not English is carried out sensitively and with special care. Following individual assessments, communication between the EAL teacher and the parents of the child is quickly established and lessons are set up to support that child.

All aspects of a child's performance in different subjects in the classroom are discussed between the pupil's EAL teacher, form tutor, subject teachers and the LDC, to try to ascertain if any reported problems are due to limitations in the pupil's command of the language or arise from SEN/D.

Discussions with parents or guardians also take place to discover if similar problems manifest themselves in the mother tongue. In the light of all the information, and with agreement from the parents, an Educational Psychologist may be asked to make a report on a child. If necessary, the LDC will teach the child in conjunction with their EAL teacher.

The EAL teacher also informs teaching staff of the children who need extra support in EAL. The EAL department co-ordinates with all levels in the school from the Headmaster and Form Teachers to the pastoral staff to ensure an overall picture of the pupil is gained.

The effective integration into the school from an educational and social perspective is the responsibility of all staff involved with the pupil.

Every effort is made to remove the pupils from lessons where their exclusion will not be to their detriment in the future.

The EAL staff work closely with other staff within the LDC, Form Teachers and specific subject teachers to ensure awareness of general school issues and other areas of mutual benefit.

The Practice of Teaching of EAL

Each pupil is assessed on an individual basis as their needs vary enormously.

Initially, where the additional language is extremely limited, intensive vocabulary work is taught to enable a limited amount of communication with peers and staff.

Progression is made towards tense structures in key verbs.

Continuous monitoring of other work is carried out across age levels with help and guidance given in subjects where the additional language is the barrier opposed to general comprehension.

Sentence construction follows, ensuring complete comprehension of word order and correct grammatical application.

The key to designing an effective teaching programme for the EAL students at Cheam School is the flexibility of approach. Each pupil has different needs dependent on age, level and origin and every effort is made to cover their individual needs.

Strategies for Educational Integration

Great emphasis is placed on preparing pupils for integration into all curricular subjects. Initially, pupils may not have the vocabulary to understand the most basic of instructions from the Form Teacher and special work will be set and marked by the EAL team. Once the latter believes that the pupil has gained

sufficient working knowledge of English to become integrated into the class as a whole, this will be discussed with the relevant staff to ensure the pupil receives extra guidance where necessary.

If Class Teachers are concerned about comprehension of their subjects or general progress by the pupil, this will be discussed with the EAL team and LDC which can then donate lesson time to guiding the pupil in a particular subject area.

Sometimes it is necessary to set extra work in order to encourage full educational integration.

Specialised reading material is provided for the students to read in their own time with follow up exercises set by staff to ensure good comprehension.

Co-ordination with Parents

Each pupil has a different 'home' situation, but effective communication with any interested parties is carried out.

Reports are written at the same time as normal school reports although, when the pupil is new, more comprehensive annotations may occur.

Many parents do not speak English themselves and, in specific circumstances, the guardians are contacted to discuss the educational progress of their charges.

Interested guardians are always kept aware of progress, sent reports and invited to 'parents' evenings where applicable for the pupil's academic year group.

Teaching and Resources

During the EYFS, communication, language and literacy skills are assessed regularly. Where English is not the first language, we provide opportunities for the children to develop and use their home language in play and learning to support their learning at home. Alongside this, we ensure they have sufficient opportunities to learn and reach a good standard in English language.

If a child is not deemed to have made appropriate progress, other areas will be considered for support – either Speech and Language or a Learning difficulty.

EAL teaching at Cheam is carried out by qualified teachers.

Some pupils may have Specific Learning Difficulties and/or Disabilities in addition to EAL and this is co-ordinated with the LDC.

Lessons are taught in appropriate groupings according to specific needs, one to one, pairs or small groups and last 30 minutes to an hour.

Lessons are planned and multi-sensory but, above all, are flexible, dependent on the pupil's individual needs at the time of the lesson.

A wide range of materials is used such as word games, text books and reading books belonging to Cheam and the teaching staff, as well as a wide range of online resources.

Policy Owners

Staff: Head of Learning Development

Governors: Teaching and Learning Sub-Committee

Latest Reviews

Staff Policy Owners:	February 2024
Compliance:	February 2024
Teaching and Learning Committee	February 2024
Board of Governors:	March 2024

Glossary

SEN	Special Educational Needs
SEN/D	Special Educational Needs/Disability
LDD	Learning Difficulty and Difference
SpLD	Specific Learning Difficulty
UKTEFL	UK Teaching English as a Foreign Language
QTS	Qualified Teacher Status
LDC	Learning Development Centre (at Cheam)
LD	Learning Development (at Cheam)
SWST	Single Word Spelling Test
PTE/M	Progress Test in English/Maths
CAT	Cognitive Ability Test
SOCS	School Online Communication System
ISAMS	Internet-based School Administration Management System
IIP	Individual Intervention Programme
EP	Educational Psychologist
JCQ	The Joint Council for Qualifications
EYFS	Early Years Foundation Stage (Nursery and Reception)
YARC	York Assessment of Reading for Comprehension
ISEB	Independent Schools Examinations Board
CE	Common Entrance